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MAY 1955

Special 4-H Club Issue

EXTENSION SERVICE *Review*



Congratulations for Achievements

UNITED STATES DEPARTMENT OF AGRICULTURE • FEDERAL EXTENSION SERVICE

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Improving Family and Community Living

*Theme for 4-H Club Work
for 1955*

Ear to the Ground

The first issue of the Extension Service Review was published just 25 years ago this month. I wish my ear to the ground were keen enough to detect the number of persons who, reading this anniversary issue, will say, "I read and remember that first number."

On page 109 you will find some interesting observations by Kenneth F. Warner of the Federal Extension Service on the farmworld changes that have come about since May 1930.

The anniversary of the Review coincides with the 25th anniversary of the National 4-H Club Camp, held here in Washington, D. C. This event is a thrilling experience for both the young people and their leaders, an experience that is duplicated in a large measure for many other boys and girls in their own State camps. A brief review of the Washington camps appears on page 92, written by T. Weed Harvey, who helped to make the first camp possible.

Our hats are off to Fern Shipley and others on the Federal Extension 4-H staff who contributed much thought and time to making this 4-H issue as interesting and useful as possible. It reflects their concern for tenure, programming, awards and leadership training. You will find some information on policy making and a summary story on the history of the 4-H movement, written by Gertrude L. Warren, who has been a devoted leader in 4-H Club work for many years.

We hope you will find enough helpful ideas in this issue of the Review to refer to your copy many times.

C.W.B.

COVER PICTURE—Leonard Harkness, Minnesota State 4-H Club Leader, congratulates Roger Olson and Donna Ganske, the 1954 State winners in health achievement. See Mr. Harkness' article on "More Years in 4-H" on page 97.

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Review

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Extension Service Review for May 1955

TO OUR YOUTH

EZRA TAFT BENSON
Secretary of Agriculture

AMERICA's rural young people need training today to fit them for modern farming and homemaking, and for taking their places in the community. More importantly, they need training for character, good citizenship, and responsible leadership—the kind that makes them self-reliant, independent, and unafraid.

The 4-H program is doing a fine job of preparing boys and girls for the future. This year it is helping them meet the challenge of their new club theme, Improving Family and Community Living. To improve family and community living means work-

ing toward better homes, schools, and churches, and teaming up with neighbors in a spirit of friendly cooperation for worthwhile accomplishment. Fortunately they have an excellent opportunity for this in 4-H Clubs.

That is a high ideal. To attain it, I hope Extension workers and the third of a million public-spirited volunteer 4-H leaders throughout the country will urge members to take increased advantage of their 4-H Club program to learn and apply the findings of agricultural science, to train for character building, and to become the best possible citizens and leaders.



Secretary of Agriculture Ezra Benson visits with several 4-H Club members.

Once You Define the Problem

E. W. AITON

Director, Division of 4-H Club and YMW Programs, Federal Extension Service

WHEN we meet or talk with a group of local folks who want to start a 4-H Club, how do we begin? What is the *reason* for having a club in the first place? What are we trying to do? What is the problem we are attempting to solve by helping them bring 4-H Club work into their community?

Is the problem a need for basic skills and knowledge about agriculture and home economics? Is it to reduce juvenile delinquency? That may be the *symptom* of growing-up problems of boys and girls.

Does the community need something to tie it together now that institutions of the horse-and-buggy era have been replaced by consolidated schools, chain stores, and door-to-door pickup marketing services?

Problems like these exist everywhere in America today. But are they the piece de resistance when we answer the call to help establish a new club? Or do we attempt to accomplish as much with less effort by accepting

blindly that 4-H is good for boys and girls and for the Extension Service, so let's have some more of it.

Let's face facts. Local leaders and Extension workers are doing an effective job of recruiting new members. Over 680,000 boys and girls enrolled in 4-H for their first time in 1953. But almost as many dropped out after an experience averaging about 2.7 years' duration. The average 4-H member is about 12.7 years old. Our approved age range is 10 through 20.

About a third of the 4-H enrollment must be recruited anew each year in order just to stand still! That's not a bad record as volunteer youth movements go. In fact, it compares very favorably with other nationwide programs. But it implies that Extension workers must spend large amounts of time organizing new clubs and keeping fires lighted under the old ones before educational effectiveness really begins. It also implies that compared with population growth, 4-H Club growth is lagging far behind.

One more fact. There are approximately 10 million boys and girls 10 to 21 years of age on farms and in rural areas of the United States. This is our potential clientele. We can double our 4-H enrollment from 2 million to 4 million by reaching 80 percent instead of 65 percent and by holding them in 4-H work 4 years instead of 2.7 years.

The program is the key to this accomplishment. Young people will join 4-H and will remain in it if the program offers what they want and need. This is more than assumption or prediction. 4-H is like an educational cafeteria. Youthful customers enter the doors in ample numbers. They sample our menus and taste our offerings. But if these do not satisfy their educational or developmental appetites, they go somewhere else for their next meal.

There are counties in the United States that have reduced the problem of 4-H dropouts to a minimum.

(Continued on page 111)



25 Years of 4-H Camps

in the Nation's Capital

T. WEED HARVEY
Federal Extension Service

DELEGATES who came to the first National 4-H Club Camp, held in Washington, D. C. in June 1927, slept in tents on the Department of Agriculture grounds, on the same site used as a camp for the Union soldiers during the Civil War. But despite the lack of physical comforts, it's safe to say that those delegates were just as thrilled to visit their Nation's capital and to become acquainted with 4-H Club members from other States as the young men and women who will come in 1955.

The first camp was under the supervision of the late George E. Farrell, who was in charge of 4-H Club Work for the Office of Extension Work. He was assisted by R. A. Turner, Gertrude L. Warren, William G. Lehmann, Mary R. Mooney, and Harry W. Porter. Dr. C. W. Warburton was Director of Extension Work when the camp was first held.

Locations Changed

Except for the war years, 1942 to 1945, camps have been held every year. Locations have moved from the Mall near the Smithsonian Institution, the Washington Monument to American University and Arlington Farms. Since 1946 headquarters have been maintained in the Hotel Raleigh. In plans for the future the camp will be located at the 4-H Center in Chevy Chase, Md.

Then as now each of the 48 States, Alaska, Hawaii, and Puerto Rico is eligible to send two 4-H Club boys and two 4-H Club girls and one to four



Tents are pitched for the Second National 4-H Camp, 1928.

adult Extension workers, making a total of approximately 275 persons.

Essentially the objectives of the camp have not changed for the young people. The purposes of the camp are to contribute to the delegates' preparation for responsible citizenship and service in their communities and to improved program planning for 4-H Clubs. This is achieved through a better understanding of how our Government functions—by personal observation and group discussions, and through addresses by national leaders.

After a full week of rich experiences, these young leaders in 4-H Club work return home to share their ideas and inspirations with hundreds of other 4-H Club members. Over the years their influence has made a significant impact on the total 4-H program.

Equally valuable are the meetings for the leaders, held simultaneously with those for the boys and girls. Program development problems, pol-

icy recommendations and the development and exchange of ideas are the meat of these sessions. Their influence on the 4-H Club movement can hardly be overestimated.

Alumni Invited

As part of the Anniversary observance many former delegates to the National 4-H Club Camp have been invited to Washington to attend at least part of this 25th camp. Their accomplishments and enthusiasm will help mirror for first-comers the values of this national assembly.

Regardless of location, the 4-H National Camps have provided many enriching experiences. Even Dan Cupid has played a prominent part in the proceedings. Far and beyond the pleasant personal relationships that have grown from these meetings are the ideas and the inspiration the delegates take back to their States, and their own strengthened potential for informed leadership.

THE 75,000 youths in the 4-H Club program of South Korea are the backbone of Korea's agricultural economy and the future leaders of the young republic, according to a statement made in the New York Times recently by Major General Charles W. Christianberry, President of the American-Korean Foundation. This statement reflects the influence of 4-H Club work throughout the world and the effectiveness of its program, centered in the farm home and based on the philosophy of self-help in meeting real life situations.

Over 45 countries now have some form of the 4-H Club program in which young people share responsibility in the development of improved farms, homes, and community life. Little did the early pioneers, however enthusiastic, dream of the magnitude of the program now underway.

In the moving, exciting history of 4-H Club work entitled "The 4-H Story," Franklin M. Reck tells of the small but very significant beginnings of this dynamic rural youth movement with its sound philosophy, its revolutionary methods, and its steady growth, guided by courageous, imaginative men and women. As dedicated school superintendents, State fair managers and Extension agents, many of them, in the early days, staked their professional careers on these new approaches in the educational field.

A brief review—

The 4-H STORY

GERTRUDE L. WARREN
Federal Extension Service (Retired)

Small scattered beginnings of club work on a community basis eventually fruited in the early 1900's into the much acclaimed corn and pig clubs along with the equally acclaimed tomato and canning clubs. This new educational endeavor was soon recognized by the State land-grant colleges of agriculture and by the U. S. Department of Agriculture, and made a part of the federally sponsored program known as the Farmer's Cooperative Demonstration Work. In 1914 through the passage of the Smith-Lever Act it became an important part of the Cooperative Extension Service.

From then on, this youth movement in voluntary, informal education grew rapidly under the guidance of an increasing number of State 4-H staffs in State land-grant colleges in cooperation with an expanding 4-H staff in the Extension Service of the U. S. Department of Agriculture.

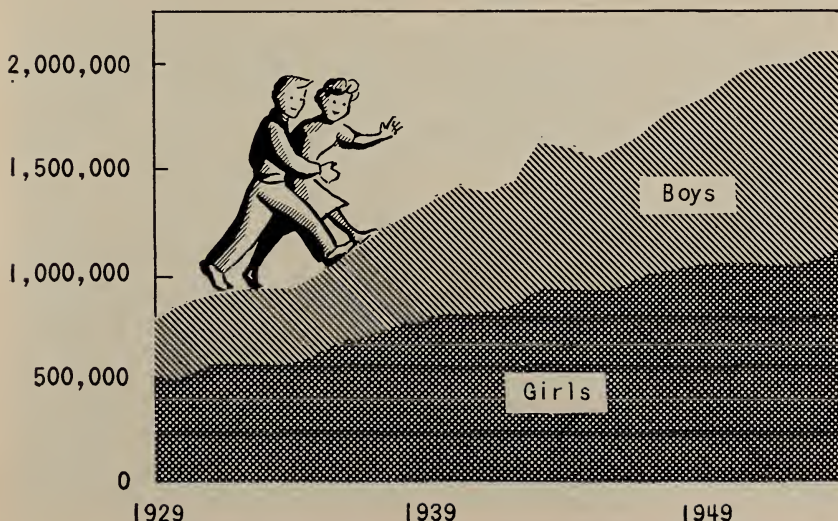
During the First World War, membership, especially in the canning and garden clubs, made amazing gains. Products were exhibited at both county and State fairs where the program was encouraged from the beginning. These paved the way for even greater displays of 4-H products at regional and national expositions.

Boys and girls not only exhibited their products but demonstrated the new methods used in their canning and other project activities. The well-trained demonstration teams played an important role and proved their worth both to the general public and to the young people themselves. The team demonstration work was soon a regular part of the 4-H program and became recognized as a new technique in the educational field.

At the end of the war, bereft of emergency funds, the value of the local, volunteer leader assumed an increasingly important place. Local volunteer leaders' training schools were organized on both a county and State basis. Some regional schools or conferences were also held, and special literature for the leaders was printed. The recognition of these leaders' services gained steadily.

Parallel with the development of local leadership was that of camping. Although a boys' agricultural camp was organized as early as 1910, camping did not become a regular part of the 4-H Club program until the early twenties. However, as early as 1915, camps were established at State fairs and on college campuses to provide housing for club delegates. Camps were also organized at about the same time to gain "inspiration and morale in natural settings." The first permanent State 4-H Camp of this type was built in 1921. In such surround-

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Rapid growth in 4-H Club membership is indicated graphically.



4-H Adapts to SUBURBAN LIVING

JESSE JAMES

County Club Agent, Middlesex County, Mass.

IN Middlesex County, Mass. where there are 1,000 people per square mile, we believe that 4-H Club work is for urban as well as for rural boys and girls. Our actual farm population totals only 1.3 percent while 87 percent is urban.

In an area so densely populated, naturally there are many off-the-farm forces affecting the 4-H program. Parents and youngsters alike are close to distribution, marketing, and consumer preferences. There is a greater appreciation of fields allied to agriculture and home economics. Therefore, our parents and our citizens are demanding a broadening of our 4-H activities.

The organization of 4-H Club work in Middlesex County is under the guidance of five 4-H Club agents and an advisory council. Each town has a committee responsible for activities

within the town. We have 3 sectional leaders' organizations, consisting of about 500 members. The County 4-H Camp is under the sponsorship of the Middlesex County 4-H Foundation and directed by a camp committee elected from the three leaders' organizations.

The 4-H Advisory Council and agents plan projects and activities that will meet the needs of both rural and urban boys and girls. This group and the State 4-H staff have set up the usual agricultural and home economics projects along with projects allied with agriculture and home economics. These include rifle clubs, conservation, entomology, art, handicraft, ham radio, electric, chef, bicycle safety, baby sitters, rabbit, folklore, model railroading, model carving, and lighthouse clubs.

Middlesex County is divided into

◀ A 4-H barnyard fair was held for 5 days at a large market near Boston, as the kickoff for the fall enrollment campaign there.

three sections for organization purposes. This was found to be the best method to carry on 4-H Club work. The eastern section is urban, southern section rural-urban, and the northern partially rural. The interest in projects, travel, and traffic are some of the factors involved. Each section has a leaders' organization. These leaders meet to make plans for their respective group. Also, representatives are chosen to serve on countywide organizations, such as the advisory council, county camp, county fair, and achievement days.

The enrollment of club members has not been as stable as in a rural county. The population of Middlesex County is more than a million. The clubs are all organized under the town committee and local leaders. In 1954 there were more than 3,000 boys and girls carrying on projects. The outlook for this year is that a much larger number will participate.

Methods of acquainting the public have varied. The press, radio, and television have been most responsive. Window displays, fairs, and store exhibits are other means of publicizing club work.

Our largest exhibit was in cooperation with a large supermarket. More than 100,000 people saw the display. Live television broadcasts originated from the store and feature items appeared in newspapers, so that several hundred thousand more were able to learn a bit about 4-H activities.

There are three programs for the year; one for the winter months, one for the summer months, and the livestock and poultry club work which will be carried on throughout the year. The town achievement programs are climaxed with a countywide program in the spring. Other activities are given at the county fair in August where club members exhibit, demonstrate, and judge.

We are faced with the problem of losing many of our youth to the gangs where there is no guidance. 4-H Club work can expand to those areas, and must if we are to survive in this world that has changed so rapidly from rural to urban especially in the United States.

Prepare your leaders . . . then

Let Them Do It

HOWARD J. STELLE

County 4-H Club Agent, Onondaga County, N. Y.



Donald Coye, left, who took the leaders' training course in 1953, meets with his club's program committee to make the year's plans.

THE local 4-H Club leader is the key figure, in the overall 4-H organization. If you were asked to define the "ideal leader," what qualities would you name? Intelligence, interest in young people, understanding of their problems. Yes, you'd name these and many others.

Back in 300 B.C. a disillusioned philosopher named Diogenes spent countless hours and wasted quantities of whatever burned in ancient Greek lanterns, in his search for "an honest man." Today, many a 4-H agent is still looking hopefully for leaders who will stay on the job once they have started it. It's discouraging to the hardest of agents to spend most of his evenings touring the county to conduct club meetings because one leader after another has lost interest in the job or confidence in himself, and quietly faded away.

In Onondaga County we're pretty enthusiastic about what we think is the answer to this problem. In 1946 we

set up a training course for new local leaders, to be given in the spring and fall as a series of five sessions at 2-week intervals. Only new leaders take this course, and although attendance is entirely voluntary, they enroll with the understanding that they are expected to attend the full series. To complete the course they must attend at least 4 of the 5 sessions.

In the past 9 years, 212 local leaders of Onondaga County have received certificates signed by the 4-H agent and the chairman of the county executive committee. While this course is for prospective leaders only, all leaders, both experienced and new, attend the various agricultural and homemaking subject-matter training meetings throughout the year.

Instruction in the new leader training course is usually given entirely by the 4-H Club agent and the associate 4-H Club agent, although occasionally an outside specialist is asked to speak at one meeting in the series.

Each meeting includes discussion and actual practice in conducting 4-H Club meetings. For example, at the first session in the course, the prospective leaders form a hypothetical club, and with the agents assuming the role of local leaders, they go through all the steps of enrolling, selecting projects, electing officers from their group, practicing the duties of a secretary, and conducting recreational activities. All other meetings during the course are conducted by these newly elected officers, who thus acquire invaluable experience toward their future work with club members.

Discussion topics at the five meetings are: (1) Problems and Questions Facing New Local Leaders, (2) What Are the Needs of Young People? (3) To What Extent Can These Needs Be Fulfilled Through 4-H Club Work? (4) How Do These Needs Influence and Guide Us in Planning 4-H Club Programs? (5) Some Practiced Ways of Gaining Parent Interest—and Review of the Factors Affecting the Behavior of People.

In addition to instruction in 4-H policies and techniques, the prospective leaders learn about materials and help that is available to them, the calendar of county, district, and State activities for the year, planning club programs, and how competitive events are conducted in dress revues, demonstrations, judging, exhibits, and awards.

When the course is finished, the new leaders are well acquainted with the agents and with one another.

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Leland Houck, club leader, instructs the boys in dairy cattle judging.

West Virginia 4-H'ers learn to Sell Strawberries

MELVIN H. KOLBE
Assistant Extension Horticulturist, and

KENNETH R. BOORD
Associate Extension Editor, West Virginia



Larry Woodford (left center), Barbour County 4-H boy, watches the auctioneer sell a quart of Larry's Sweepstakes' winning strawberries.

BY FOLLOWING the strawberry planting instructions and cultural practices suggested by the Agricultural Extension Service, 50 West Virginia 4-H boys and girls in 1954 learned not only how to raise strawberries but also how to sell them. They were so delicious they were easy to sell!

The 50 members who submitted their complete records showed that from the 50 one-fifth-acre plots, 29,871 quarts of strawberries were produced with a gross income of \$13,444.43. Each grower-member invested approximately \$50 which meant an

average labor income of \$200 each.

The top 6 members in this group produced 7,537 quarts of berries, invested \$50 each, and grossed \$3,113.44, an average profit of \$468. This is \$2,340 per acre.

This strawberry project started in 1951 when 5 4-H'ers from each of 6 counties were chosen to initiate it. They were selected by a county committee that reviewed their applications. Each member was given 1,000 plants to be set out on a one-fifth acre plot.

The cultural practices followed are outlined in the West Virginia 4-H Strawberry Project circular. They include the latest recommendations from the West Virginia Extension Service.

Each year thereafter the project spread, like the strawberry runners, to more and more counties until it is being carried out in 20 counties of the Mountain State this year.

In some counties plants were paid for by funds from the Sears-Roebuck Foundation, some by local donors, and still others by the members themselves. This year's plantings will be almost entirely from local sources.

All plantings were field-scored in the fall of 1953. Sixty-one of the 62 who started received a field score of good to excellent. Only one planting was lost. The plantings were scored for (1) an 18- to 24-inch matted row;

(2) color and condition of the plants, (3) plot free of weeds.

At harvest time almost every entrant exhibited 8 quarts of fruit. Members in 4 counties exhibited at their strawberry show, and those from the other 7 counties showed at the Central West Virginia Strawberry Festival, held each year at Buckhannon, Upshur County.

At the close of the activity one member from each county is given an educational trip on which they visit West Virginia University and follow their berries to market at Pittsburgh. Last year at the University they visited the farms of the Agricultural Experiment Station, the agriculture and home economics departments, and many college buildings, including the college library.

In Pittsburgh they visited the curb markets, a fruit auction, wholesale fruit and vegetable markets, a railroad siding where they were given explanations by a Federal grader, a banana-ripening plant, a prepacking plant, and a large canned food processing plant. They also attended a baseball game and the 6 a.m. Radio Farm Show at KDKA.

After such an educational tour, chaperoned by county Extension workers familiar with the project, you may be sure that these Mountain State 4-H'ers returned home singing loud acclaim to those beautiful strawberries!



Jimmy Wilfong, Upshur Co. 4-H strawberry grower, and Franz Taylor, agent.

IF I were asked to give my recipe for reenrolling 4-H Club members I would have no tried and true formula. As far as I know there is no magic combination.

I confess we are not sure just what ingredients go into this recipe, nor are we sure even of the correct measurements for those ingredients that we do recommend. One of the problems we face in our State—and it's common knowledge that others have the same problem—is that of keeping our first-year club members in 4-H work for the second, third, and fourth years.

We are making progress in answering this question. Last year we kept more than 73 percent of the 4-H'ers who enrolled for their first year of club work in 1953. This is considerably better than our record 3 or 4 years ago. It appears that we are making progress also in extending the total number of years (tenure) that our boys and girls are enrolling.

To get the opinion of several 4-H members themselves, I asked the officers of our State 4-H Federation who were meeting with our State Rural Youth and YMW Conference recently. Harris Byers of Cottonwood County said, "I really wanted to drop out of 4-H after the first year, but my folks encouraged me to stay with it for another year. After that I liked 4-H and now I think it's great."

Ardelle Kosola of St. Louis County thinks that parent interest is important, but she also says, "If your local leader takes an interest in you and makes you feel like you belong, it's easier and you want to stay in 4-H year after year."

These 4-H members agreed, too, that the junior leadership project was very important in capturing the interest and harnessing the ability and enthusiasm of old club members. "If you have a job to do for others," one said, "You feel more like continuing in 4-H."

In Minnesota we have recognized the key role played by the local volunteer leader. These leaders need and want training, not only in project work but in skills for working with youth. In addition to the leader training given by our county agents, we have conducted annual 1-day training institutes in each county for more than 10 years. Annually mem-

More Years in 4-H

LEONARD HARKNESS
State 4-H Club Leader, Minnesota

bers of our State 4-H staff reach between 6,000 and 9,000 adult and junior leaders through their institutes. Training given to our leaders includes materials on methods as well as subject matter.

Perhaps unusual is the fact that our 4-H Clubs are community clubs with both boys and girls enrolled. The entire family, including parents, often attend club meetings. Older boys and girls particularly, enjoy a group experience offered in the community club. Boys want to work with girls and vice versa.

Healthy competition with its system of rewards offers an incentive for many 4-H'ers to continue in club work. The contest may have its limitations, but we can't deny the important place it has had in 4-H work through the years. In our State over 2,000 4-H'ers win trips to the Minnesota State Fair with their demonstrations and exhibits. Another 700 win trips to the State Junior Livestock Show. The State 4-H Conservation Camp celebrated its 20th year last fall, and the new State 4-H Health Achievement Camp is already

well established as a real incentive in the eyes of 4-H members and leaders.

Such programs as our annual Interstate 4-H Exchange with Mississippi (now in its fifth year) contribute toward keeping 4-H members in club work longer. And the IFYE program has helped, too.

In the final analysis, however, the local 4-H Club with its local adult and junior leaders is probably the most important ingredient in our recipe for reenrollment. If the local club has a well-rounded, well-planned program with plenty of opportunity for every 4-H'er to participate, we'll do a good job of maintaining interest of the boys and girls.

If the 4-H program is recognized as something more than "kid stuff" by young people in the community, we won't have much trouble reenrolling club members. There's a real challenge in 4-H if it's kept interesting and continues to do an educational job. The program will then command the respect of the community and it will be fun and worthwhile for young people to belong.



Leonard Harkness, Minnesota 4-H Leader, meets with an older group of 4-H boys and girls in their camp assembly room prior to the candlelighting service.



The swimming area at Windham Co. 4-H Center is one of the most popular next to the Main Hall (left above) which is used for dining and recreation.

Our County 4-H Club Center Is A Dream Come True

MAYNARD C. HECKEL
County Club Agent, Windham County, Conn.

Just a year ago the development of a 4-H Center in Windham County, Conn., was merely a dream. Today, on a beautiful campsite, there stands a \$50,000 center that is the result of the efforts of hundreds of individuals, groups, organizations, and industries who "put their shoulders to the grindstone."

Camping in Windham County has been a part of the 4-H program for 27 years. In the past, camping facilities were rented and when these were no longer available, the desire for a 4-H-owned camp was fanned anew. A few interested persons urged the County 4-H Club Committee to formulate a Ways and Means Committee. An appropriate campsite was selected and the Windham County 4-H Foundation was established.

Following is a quote from the Articles of Association that defines its purpose. "To provide for the education of boys and girls from Windham County in cooperation with the 4-H program of youth training carried on by the United States Department of Agriculture, University of Connecticut, and the Windham County Extension Service and to accept gifts absolute and in trust, of real or personal property in order to further the educational activities of 4-H Club work."

Among the Foundation trustees were the chairman of the County Home Economics Committee and the president of the Windham County Farmers' Association, thus assuring that the project would be a cooperative undertaking. In the financial drive which followed folks from all parts of the county supported it, whether they were club members, parents, leaders, or just interested citizens. In 6 weeks, \$15,000 was raised to pay for the campsite.

Before the trustees had time to make plans for construction costs, bulldozers were appearing at the 4-H Center, land was cleared, offers of material were being received, and groups were ready to build cabins. In the next 90 days, sleeping cabins were all completed. Local lumber companies had given materials, and local groups such as Granges and volunteer fire companies supplied the labor. Others gave cash to buy supplies or pay for labor.

Before the trustees had time to make plans for construction costs, bulldozers were appearing at the 4-H Center, land was cleared, offers of material were being received, and groups were ready to build cabins. In the next 90 days, sleeping cabins were all completed. Local lumber companies had given materials, and local groups such as Granges and volunteer fire companies supplied the labor. Others gave cash to buy supplies or pay for labor.

The center was planned to serve the county the year round instead of limiting it to spring and summer activities. To supervise the work of construction, a retired director of engineering and construction for the Connecticut State Highway Department agreed to help. A recreation and dining hall, 55 by 60 feet, built over a full basement, was ready by the middle of August. Members of a local carpenter's union, stimulated by one of its officers who was formerly a 4-H member, spent many evenings and Saturdays to make this possible. The day before camp opened, 150 persons helped to put up fences, wash dishes, clean the grounds, and finish other details.

For the Community

Throughout the entire campaign of collecting money and building the camp, people were encouraged to look upon the 4-H Center as their center. The feeling that every one was a part of it made the entire project one of long lasting significance. During the camping period, 4-H boys and girls helped to stain the cabins and clear the land.

Today, in a beautiful wooded paradise, stands a 4-H Center that symbolizes what can be done if people have a dream that they are determined will become a reality.

In October 1954, the 4-H Center was dedicated.

Backstage in 4-H Club Work

LEON O. CLAYTON

Chairman, Extension Subcommittee on 4-H Club Work*

WHETHER we are professional or voluntary leaders working with boys and girls through their clubs, committees and groups, we must keep in mind at all times that these young people are parts of families and integral parts of neighborhoods and communities. Families, clubs, communities or even the Nation will grow and develop to the extent that each individual will develop.

As a volunteer local 4-H Club leader, or a Junior 4-H Club leader, or a 4-H Club officer, or a professional Extension Service worker, each of us is responsible for the extent and direction in which individual club members contribute to their own units.

To maintain our high standards of service to increasing numbers of club members we professional leaders must work with and train more adult and junior leaders. That is one of the

basic tenets of the Extension Service.

Abraham Lincoln's philosophy seems to sum up our own: "You cannot help men permanently by doing for them what they can and should do for themselves." In applying this philosophy our primary mission is teaching improved farming and homemaking, rural living, and love of the land. But we cannot stop there, for the fences of our farms are contiguous and our neighbor's neighbor is our own. Citizenship and leadership development have become an integral part of our 4-H Club training.

With these goals to guide us, the Extension Subcommittee on 4-H Club Work hopes to continue to provide some coordination to this great, growing 4-H Club movement. The formation of this committee began back in the middle thirties. After specially named committees had been working

for several years, the Extension Committee on Organization and Policy of the Association of Land-Grant Colleges and Universities officially designated in 1939 an Extension Subcommittee on 4-H Club Work.

The 11-member 4-H committee deals only in a general overall way with programs, policies, and related matters. The purposes of the committee are to receive or propose program development and policy matters, acting on some items and referring others or reporting recommendations or decisions to the appropriate persons or groups. Committee membership consists of the following:

Four State 4-H leaders, two men and two women, representing the four Extension regions, nominated by the State 4-H leaders in their respective regions.

Two State 4-H leaders, a man and a woman, serving as chairman and secretary, nominated by all State 4-H leaders from among the retiring region representatives.

Two members of the Federal Extension office named by the Extension Administrator.

Two members of the Extension Committee on Organization and Policy and one Extension Director at large named by the Chairman of the Extension Committee on Organization and Policy.

To strengthen the committee's work, appointment of development committees has been authorized. Presently, there are 21 of these considering specific enterprises and phases of the 4-H Club program.

The Extension Subcommittee submits all significant policy matters with recommendations to the Extension Committee on Organization and Policy for review and final approval and keeps that committee informed on all significant actions. Through these exploring, developing, and guiding processes, the Extension Subcommittee on 4-H Club Work is able to establish more practical policies and plan more effective programs.

*Extension Committee on Organization and Policy, American Association of Land Grant Colleges and Universities.



State 4-H Club leaders at 1954 National Club Camp. Left to right: Leon Clayton, S. Car., Esther Taskerud, Ore., Albert Hoefer, N. Y., Velma McGaugh, Kans.

LITTLE by little some of the research being done on 4-H Club work is revealing a pattern of weaknesses and strengths that is providing a guide for improving the quality of the 4-H programs.

Our primary problem is to provide a better educational experience for a longer period of time for our boys and girls in club work. Satisfactory solutions are being sought by many other educational organizations as well as our own.

Western Regional Study

We must look for some of the answers in better adult-youth relationships. This is borne out in the findings from the Western Regional 4-H Club study of first-year 4-H members.

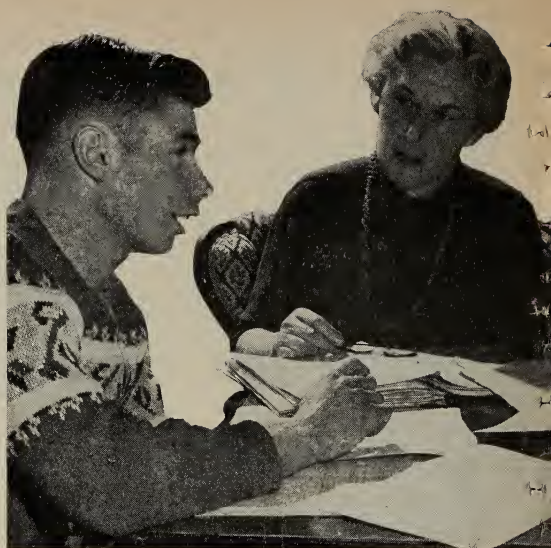
In that study we found that when we thought in terms of the boys and girls—of their problems and their needs—and not in terms of our problems and needs, we began to make some progress. The simplest way to get this new idea or attitude into our ways of doing things is to think of boys and girls learning something, rather than in terms of our teaching something.

Case studies of 203 boys and girls who had dropped out of 4-H were made by Extension agents in the Western States in the winter of 1950-51.* This was the first facet of a study still in progress in that region. Briefly, this was the picture. One-half received adequate parent assistance;



Norris Bird and son Mike chat with Margaret Hollander, home agent, S. Byron, Wis. Parent interest in 4-H is important to club work.

Some ways to Hold Your Young People



Competent guidance for junior leaders is a strength. South Byron, Wis. group.

one-third did not attend 4-H activities; two-fifths did not get much help with their project work from the leader, agent, or parents; only two-fifths had attended most of the local meetings and one-fifth had attended none or very few. Nearly one-half of those with inadequate parent assistance came from homes classed as below-the-average on a socio-economic scale, over twice as many as those with adequate parent assistance.

However, parent cooperation had no relation to some of the other influencing factors. Local leaders had visited only one-half of the girls and three-fourths of the boys in their homes. Another important factor is that one-third of the boys and girls did not like their project to begin with or got discouraged as they progressed. A garden dried out or a calf didn't develop into a prize winner. The study showed that friendship is important. One-fifth of the nonenrollees were in clubs to which their friends did not belong, or they quit when their friends or chums did.

When the committee making the

study concluded that perhaps 4-H Club work had failed in some way, and not that the boys and girls had failed, a big step forward had been made. In earlier studies of why 4-H members did not reenroll, the bulk of our answers fell into one category: Not interested. Considering all the factors, it is obvious that they were more than not interested, they were dissatisfied, and for various reasons.

At this stage we realized that the kind of information resulting from research in education and child-development was just what we needed. If boys and girls are dissatisfied, then perhaps we failed to provide situations which would satisfy them.

Let's consider first some of the basic needs of boys and girls, regardless of their age, and see how we have failed to meet those needs. Primary is that need for a sense of personal worth. This can be broken down into a desire for attention, desire for a favorable position in life, desire for prestige, and a desire to excel.

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Factor in successful 4-H Clubs.
above.

L. SABROSKY

Analyst, Youth Program
Extension Service

who cannot excel in one thing to excel in another or at least to have attention and to have prestige. But they must be earned. We know from research that children need and want real achievement, especially boys and girls 11 or 12 years of age.

Personal Security

Another basic need of children and youth, as well as adults, is that for a continuing sense of personal security. Its satisfaction cannot be met by material things alone. We need love and affection and a certainty of being wanted. Children as they grow older face the important task of fitting into the group around them.

We need to consider carefully whether we are allowing for the natural groupings of children, for the recognition of the individuals by the group. Raising the best vegetables in the world will not appeal to the individuals if the gang or peer group to which the individual belongs, or wishes he belonged, does not give much value to that activity.

As adults and professional leaders we have a very important responsibility to guide these natural tendencies of children in a direction that will be healthful and that will help them adapt to the adult world. Recognition of these natural tendencies helps us to determine when and how we can give the guidance.

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They got little or no attention from the local leader, county agent, or their parents. Many held no office or committee responsibility. They did not complete or exhibit their work.

We have not yet studied the award system in our regional study. Very little Extension evaluation has yet been made of the award system in any region. Recognizing the need for attention and prestige and the desire to excel, we should consider the subject of awards as worthy of a thorough study.

Only a limited number can excel in any one thing. Because that is true throughout life, it seems important that opportunity be given for those



4-H Club members tour the campus at the Regional Camp held in 1954 in Kentucky.

training of our volunteer local leaders are important if each leader is to provide situations in which his members get the satisfactions they need to continue in 4-H Club work.

When you read about the characteristics of leaders who remain with the program for a reasonable period of time, you find they are likely to be the kind of people who can provide the 4-H members with satisfying experiences. Their age, economic status, education, and method of selection and stability in the community give them the chance to be mature, secure people who can feel free to provide the 4-H members with the best experiences without having to look only to 4-H for their own personal satisfaction.

Robert C. Clark, assistant director of the Wisconsin Extension Service, has written a bulletin on The 4-H Leader which contains basic, acceptable information on selection and training of local leaders.

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This Iowa 4-H Club girl shows and explains her made-overs at the Fair. Recognition of achievement with an educational experience is a 4-H goal.

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International Farm Youth Exchangees were received by President Eisenhower at the White House, Oct. 1954.

IFYE Is Here To Stay

WARREN SCHMIDT and
EVERETT BIERMAN
National 4-H Club Foundation

Is the International Farm Youth Exchange a passing fancy, a postwar "do-good" idea that will be dropped from Extension's youth program when the novelty wears off, or is IFYE here to stay?

Those who have seen IFYE grow both in scope and in impact since 1948 when 17 young people went to western Europe and 6 exchangees came to the United States, answer with an unqualified, "IFYE is here to stay!"

Here's why.

IFYE is based on a real need. Better understanding and the maintenance of world peace are basic problems throughout the world. This is a long-time job, challenging the concept of "the difficult we do immediately; the impossible takes a little longer." There is much evidence that 4-H Clubs and rural groups want to and can play an important part in working for world peace.

IFYE is a "grassroots" program. It provides an opportunity for thousands of rural youth and adults to personally help to clear up misconceptions about their world neighbors by living, working, and associating with folks from other countries.

IFYE is based on sound educational principles. In the 4-H "learn by doing" tradition, delegates learn to understand another way of life by living it.

IFYE starts with the common interests of farm people as an immediate bridge to understanding. An interest in programs for youth in many countries also serves as an aid to understanding.

The influence of IFYE extends far beyond the relatively small group of immediate participants. Since the program began in 1948 about 500 United States delegates have gone abroad to live with farm families in more than 40 countries. In the 4-H spirit, they

have shared their experiences through talks with over 3 million people in this country. An even larger number have been reached through nearly 5,000 radio programs, more than 360 television appearances, and nearly 23,000 newspaper and magazine articles.

IFYE is part of a larger program. While the stimulus for IFYE has been the urgent need for international understanding to build a base for peace, IFYE for many is the culmination of the ever-expanding circle of citizenship training experiences that result from active participation in the 4-H Club program.

In this situation, IFYE not only is the culmination of a growing experience for a few, but it serves to stimulate interest and participation in related activities among thousands of 4-H'ers and other rural young people.

Yes, IFYE is here to stay because it is an integral and living part of the expanding 4-H citizenship program, both to those who take part as delegates and the larger number who share its influence through related activities.

The Right Way To Use Awards

KENNETH H. ANDERSON

Associate Director, National Committee on Boys and Girls Club Work.

IF we were to give a one-word answer to the question of "How should I use awards in my 4-H program?" it would be "Wisely!"

Contests and award programs are not new to 4-H. They have been widely used since the early days of boys' and girls' club work. In *The 4-H Story*, the author, Franklin M. Reck, points out that the stamp of public opinion was placed on youthful achievements as early as 1856.

Various Extension committees have given careful consideration through the years to the place of recognition and awards in 4-H Club work. They recognize that awards can satisfy some of the basic needs of youth and that they may serve different purposes in different situations.

Contests were not designed to be the entree in the 4-H Club menu, but rather the salt and pepper of the meal, to add zest and make the food more appealing. Sometimes they become the dessert, thereby adding a touch of special satisfaction when the main course is completed.

Thus, in some clubs, awards are the incentives for completing a project, or doing better quality work; in others, they may help satisfy members' desire for recognition and success. Competition for group awards as well as individual ones can develop a fine spirit among 4-H members and stimulate and sustain their interest in the educational program. Opportunity for recognition may be a positive influence in encouraging members to enroll or reenroll. And through favorable publicity, awards have done much to develop public appreciation and support for the 4-H movement.

The cooperative nature of Extension work has made it possible for outstanding business and civic groups and private citizens to have a part in 4-H work by providing suitable awards. Today several million dollars are provided annually to help motivate 4-H members toward educational goals and recognize their outstanding accomplishments.

In the vast majority of cases, Extension folks have used incentive programs wisely and well. They have integrated them into basic projects and activities, rather than making them an end in themselves. Educationally sound objectives have been established, policies and procedures have been developed for guiding donor efforts in behalf of 4-H, and a sufficient number of awards have been arranged to give recognition to all who do an outstanding job.

In most National 4-H Awards programs, four medals per county are being provided, and in 1954 medal awards in those programs were given to one-tenth of the total 4-H membership of the Nation. If a county were to participate in all award programs offered through the National Committee in 1955, there would be a potential total of 93 medals for that county's winners—certainly an ample number to recognize outstanding accomplishment.

The real test of the effectiveness of contests and awards rests largely upon the agents and leaders themselves, beginning with selection of awards which are meaningful to their program. Rules of procedure must be fair, understandable, and defensible. Judges must be competent. The program must be challenging to all participants with standards high enough to insure an earnest struggle on the part of each individual. And club members should have full knowledge of the program requirements when they begin participation.

It is our judgment that many problems will be avoided if two points are remembered:

1. The process is more important than the product—or, to put it another way, the doing is more important than the thing being done. And an important facet of this point is whether the member has acquired the service viewpoint that moves him to help others, perhaps as a junior leader.

2. Each member should be encouraged to compete against his own best record. In other words, "Make your own best better" instead of competing against the other fellow. The work should bring satisfaction if it represents real achievement for that member, regardless of the color of ribbon earned.

Increasing attention is given to the sound use of contests and awards for Extension workers and local leaders at training meetings. One of the best guides for Extension agents in evaluating the acceptability and value of award programs are the criteria approved by the Extension Subcommittee on 4-H Club Work in 1952. In a sense, these are objectives for the programs. This evaluation device is recommended to Extension folks and may be found in both the 1954 and 1955 National 4-H Awards Handbook for Extension Personnel, issued by the National Committee.

Let Them Do It

(Continued from page 95)

From this point on, they have complete and sole responsibility for the clubs that they either organize or take over. We are convinced, as a result of this 9-year experiment, that this responsibility develops initiative, self-confidence, and pride in the accomplishments of their boys and girls. With the thorough orientation and training they have received they feel qualified to teach their club members simple, but adequate, parliamentary procedure, help them to plan programs, and to put on demonstrations.

For these reasons, the Onondaga County agents do not attend local 4-H Club meetings unless particularly invited by the leader for a special occasion. The results speak for themselves in the fact that 234 county demonstrations were given in 1954, entirely under the guidance of the local leaders. Not a single one of these demonstrations was seen by the agents until Demonstration Day.

In Onondaga County, the new leader training course is as much a part of our yearly routine as 4-H Camp, county fair, dress revue, and other major events. If you are having leader problems we strongly recommend that you give it a try.

A Little Pride Works Wonders

as 4-H'ers in migrant families prove

DOROTHY JOHNSON
Information Writer, California Extension Service

ALL the year round you can find fresh fruits and vegetables from California in the markets of every State in the country. This is possible because of California's milder climate and longer growing season.

But this type of agriculture has its problems. When crops need harvesting there are not enough local residents to do it in the brief space of time nature allows. So, crop pickers come from far and wide to follow the crops up and down the State. These families often move from ranch to ranch, wherever there is a crop to be harvested, and their children go from school to school.

You can easily understand that this type of life does not encourage young people to accept responsibilities for community life or leadership.

The living conditions of these families had been a problem for many years, and about 5 years ago several community groups decided to combine their efforts to help these people who wanted and needed community help badly. The practical nature of the work of the University of California Agricultural Extension Service through its farm and home advisers made this organization a natural one to bring education for satisfactory family living to these agricultural laborers.

The work started slowly. Two home advisers were assigned to the San Joaquin Valley, and they began with demonstrations on how to use the surplus foods which were distributed free in the labor camps. As they became acquainted with the women and their families, they asked them what help they needed most, and in a planning meeting the women listed 39 subjects that they wanted to discuss with home advisers.

Since that time the home advisers have taught small groups how to make clothing for themselves and their children. The only payment mentioned was that they in turn teach someone else what they had learned. They have also set up demonstration cabins in labor camps showing how available materials such as avocado boxes and orange crates can solve storage problems, and how burlap sacks can be made into rugs and attractive bedspreads.

The Extension Service worked with the children, too, in its 4-H Clubs. Most 4-H work is difficult for boys and girls who are not established on their own land because 4-H projects are planned on the assumption that a boy or girl owns some animals or can raise a crop.

In Fresno County two 4-H Clubs have been formed especially for the children of agricultural laborers. Instead of meeting once a month over a year's time, as most clubs do, these two clubs meet weekly, which speeds up the time in which they can complete a project.

The Fresno Kiwanis Club has provided the money to buy supplies for the projects of the 4-H Club on the Vista del Llano ranch, and the Fresno Council of Churches has interested some of its members in becoming leaders of such clubs. The members of the Vista del Llano Club have enrolled in the foods project and the home-improvement project. Like other 4-H Club members throughout the State they are learning to prepare nutritious breakfasts, lunches, and dinners, with special emphasis on the foods that appeal to growing boys and girls. In their home-improvement work they are hammering, sawing, and painting, making useful items for their homes.

Gradually many of these families are settling in small homes on the fringes of the valley communities. As the women learn a little about how to make their homes more healthful and attractive, and the boys and girls share in the responsibilities of 4-H Club work, a pride in the home grows and family ties are strengthened.



Families of agricultural laborers in California watch Home Adviser Anna Price Garner prepare a nutritious meal from surplus foods.



The title and drawing for this article is reproduced from the publication reporting the study.

AFTER some three years of applying the results of our 4-H study in the Southern States and Puerto Rico, it is interesting to take a look at the changes and additions that have been made in the States' 4-H programs.

Based on findings from case studies made in selected counties in 1951, nine factors are credited with contributing to successful 4-H Club work. They are as follows:

- Professional Leadership—Extension Service
- Public Support—Parents, schools, civic clubs, and businessmen, farm organizations, adult Extension groups, other support
- Local Leadership—Trained adult and junior
- Individual Projects—Choice and supervision
- Organization—County, community (junior and senior clubs)
- Publicity
- Recognition and Competition
- 4-H Club Meetings
- Activities and Events—Community, county, district, State, and national.

Perhaps the greatest good growing out of this regional study was the stepped-up use of already existing methods and approaches which are helping to bring about more effective 4-H Club programs.

How the findings of a study were put to work, as reported by the chairman of the committee, Leon O. Clayton, State Boys 4-H Club Agent, South Carolina

In Alabama, State 4-H Leader Hanchey Logue says they were impressed with the importance of publishing demonstrational materials for use at 4-H Club meetings, project records, and other aids for members. These needs are being met with well illustrated publications adapted to the various age groups.

Equally important was a realization of the need to provide local club leaders more systematic and regular training and appropriate recognitions. Many such meetings and programs have been held in all their 67 counties and on a statewide basis.

Dewey Lantrip of Arkansas says that it is always difficult to pinpoint and designate something as the result of a given study. However, he adds, "We do feel that the study has been partially responsible for our increased efforts in getting 4-H Club work closer to parents and the communities. More community clubs are being developed each year."

In trying to be specific, Woodrow Brown of Florida reports, "We feel that as a result of the study we be-

came more cognizant of the following needs: Secure and train local leaders; inform business concerns about the 4-H Club program; and bring 4-H Club members in on the planning of programs."

Bob Richardson says, "Our program in Georgia has been strengthened by our trying to include in our program all those factors which contribute to successful 4-H Club work. Two factors essential to success are that Extension agents must be interested in 4-H Club work, and more local leaders need to be oriented and trained. We've given attention to the selection of new agents who have made excellent 4-H records themselves."

C. S. Shirley of Louisiana lists the following emphases for a more successful program: An extensive training program for both adult and junior leaders; and projects and activities for boys and girls on rural nonfarms.

The study brought out that the main purpose of young people in joining 4-H Clubs was to learn something. Shirley says, "We have made extra effort to train our agents to do more careful planning for their programs."

In Mississippi, more emphasis has been placed on the importance of State and county advisory councils in 4-H work. Of the 82 counties, 69 have such councils composed of business men and women who are spending time and effort, as well as money, to help 4-H Clubs succeed. Another renewed effort resulting from the study is the organization of County Local Club Leaders' Councils. The importance of parent interest and co-operation has also received much greater attention, State 4-H Leader C. I. Smith says.

L. R. Harrill of North Carolina states that a forward step in their program resulting from the study is that of emphasizing the selection, training, and use of volunteer leaders in the 4-H Club program.

Some of the changes in Puerto Rico, according to A. Mayoral Reinat are: Improvement in the orientation training of all agents and local leaders in 4-H Club work—not only

(Continued on page 108)

First aid was part of the South Byron, Wis., Club's safety program. Thirty-two members earned certificates. James Schwefel, 15, applies a tourniquet on brother Paul.



*To cultivate ideas
and develop
citizenship...*

Lead With a Light Hand

LENORE LANDRY

Assistant State 4-H Club Leader, Wisconsin

WHEN you lead a 4-H Club with a "light hand" you may end up with a band or chorus or even a countywide dairy show on your hands.

That's what happened to the South Byron Club in Fond du Lac County, Wis., but Mrs. Clinton Erhard, general leader, is satisfied. She encourages the youngsters to take on responsibilities, then helps them to succeed in their undertakings.

When the club needed a talent program for parents' night, 20-year-old Don Indermuehle offered to organize a band. But not through Don's enthusiasm alone was the snappy nine-piece band made possible! Leaders, parents, and an entire community helped promote the idea.

In less than a year the band made a dozen appearances from local community programs to county gatherings and finally State 4-H Club Week. Equally industrious in musical activities is Judy Rhein, 17-year-old president and song leader of the club. "Singing for fun" takes on new meaning for 15 ten-year old boys whose combined voices make up a chorus under Judy's leadership. Her next project, now in the planning stage, is to work with an older boys' quartet.

Activities only begin with music, for the club's interests are many. One other activity that has grown into considerable importance is farm and home safety. Evidence of the safety program, started in 1953, by its 18-year old chairman, Mike Bird, is found in a man-sized record book. An introductory page begins with these purposeful words:

"It's our club's sincere desire that by this safety program we can make our club, community, and county a safer place in which to live."

How does the club carry out its program? First, its members decide what phase they want to emphasize for the coming year. In 1954 they chose first aid. Then, through careful planning, coupled with the guidance of Mike and the adult leaders, a program of instructions, demonstrations, speakers, exhibits, and farm inspection reports was set in motion. Traffic safety will receive the club's attention in 1955.

Project-wise the club is typical of the State program. However, unique project plans have developed as a result of giving members a free hand!

That's how activities like the community's first dairy show got started. The club's nine junior leaders recognized the need for fitting and showmanship training. As a result they planned a dairy show to replace the annual tour on which each project was visited.

In the dairy show the animal won't be of primary importance. Emphasis
(Continued on page 108)



The Fond du Lac County (Wis.) leaders' association provided welcome signs.



4-H Club members enjoy preparing their own food over a fire outdoors.

Just as any good educational course is revamped from year to year to include the latest findings and thinking, so a vital 4-H program must be scrutinized frequently and objectively to test its usefulness for the young people who are growing up in a kaleidoscopic world.

Above all it must be tailored to suit the age interests and abilities of the boys and girls as they live today. To be of lasting worth, the 4-H program must help them grow into more useful and happier citizens.

A girl of 10, who is still learning simple skills, enjoys her lessons in cookery because it's a new experience. But a girl of 16 is not satisfied to learn a skill for the skill's sake. She wants to cook for a purpose, to entertain her friends or to give a special treat to the family, or perhaps to win the family's approval when she demonstrates that she can prepare an entire meal by herself.

In a vital 4-H program, the leaders recognize these changes in interests and take advantage of them. That was the reason the nutrition specialists and 4-H leaders on the Ohio staff called together a committee to take a look at their foods and nutrition program in the light of today's world.

In the beginning, the committee consisted of the Ohio nutrition specialists, Sue Christian and Mary Morgan; the 4-H Club leaders, Eva Kinney and Beatrice Cleveland; the Station home demonstration leader,

Nellie Watts; and the Federal nutritionist. Committee members realized that they needed the help of county home agents, and selected Anita McCormick, Enid Moore, Vivian Johnson, Mrs. Katherine Cowgill, and Leota Leyda, all from different districts.

It was agreed that to teach foods and nutrition successfully the program must appeal to the young person, that is, it must be styled to his personal needs and interests. To determine these, the committee needed the help of the 4-H Club members themselves and their leaders. So the problem was taken to them.



Three advisers and home demonstration agent check questionnaires—Mr. Louis Richart, Mr. O. F. Burt, Mrs. Leslie Keyse, and Anita McCormick, HDA, Lake County, Ohio.

Ohio Extensionists tried a new method

And Pulled Out a Plum

EVELYN BLANCHARD

Extension Nutritionist, Federal Extension Service

These young people and their leaders corroborated the original committee's statement that if 4-H projects do not satisfy the needs of club members they drop out. This may be one of the reasons why in the United States 33 percent of the 4-H girls have been in club work only 1 year; 23 percent, 2 years; and 17 percent, 3 years. Fifty-five percent of the members are 9 to 12 years old.

Conforming to the heightened tempo of modern living, some 4-H leaders suggested the need for up-to-date recipes for making tasty, attractive dishes easily and quickly. Others pointed out the increased interest of men and boys in cookery, often as a hobby. Even our President likes to cook, they said. Many boys whose mothers work away from home have

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Successful 4-H Club Work

(Continued from page 105)

through meetings, but also with appropriate publications and other means.

Stronger support and participation of parents, and more cooperation from school authorities, civic clubs, and other organizations.

More attention to the selection and supervision of 4-H projects with the purpose of correlating them to the farm and home unit.

Renewed emphasis on community and county advisory boards and an increased use of publicity.

Club meetings are now more informal, and the members participate more freely. More club tours help.

Lonnie Safley of Tennessee brought out that Extension agents are getting more training and help. "Of course, the study last year helped us to emphasize all the factors that aid the 4-H Club program, such as leadership and support of citizens' committees and parents," he says.

Since the study was made to determine information and procedures which could be used as a guide for Extension agents in conducting 4-H Club work, Bill Skelton of Virginia thinks that the 2-week in-service training short courses for agents held in 1952, 1953, and 1955, were very successful. About one-third of the total agents attended each year.

Project training meetings were held also for all agents in groups of about 30. These included selection, supervision, how local leaders fit in, place and time for project instruction, home visits, and completions. Also included in the training were methods and procedures to use in teaching subject matter more effectively. Followup training meetings and counseling are being conducted at the county levels.

Local leadership, too, has received attention through agent training by district and county conferences and by other means.

To conclude this brief discussion of how the Regional Study on 4-H Success Factors has brought results, let's go to Texas, where Floyd Lynch says they use the findings along with experience to form this equation: E (Experience) plus R (Research) = Results.

Lead with a Light Hand

(Continued from page 106)

will be placed on how the member fits the animal for showing. And the junior leaders are especially concerned about the beginners. They'll receive just as much help as the older members.

Competition, yes, but no money awards. Recognition will be given to the winning showmen regardless of animals.

With the cooperation of their fathers, County Club Agent Harold Reineck and County Agent George Massey, the members practiced their share-and-share-alike philosophy by opening the event to all dairy members in the county.

Forty-three dairy projects in the club may account for the members' enthusiasm for drinking milk. No club meeting is complete without plenty of it. Even the band promotes milk with its large music stands shaped to represent a bottle of milk.

When the county leaders' association proposed a safety slogan for its Welcome-to-the-County signs, the South Byron Club said "Let's remind our visitors to drink what we produce—milk!" The accompanying photo shows the results.

When a club grows to a membership of 64, enrolled in 10 projects, a place to meet may become a problem. But not so with this club. On the second Wednesday of every month you'll find members, leaders, and parents gathered together in the community church basement.

Anxious to provide for the welfare of its youth, the church offers its facilities gratis. However, in appreciation, the club recently donated \$25. Members earned the money through a community square dance given in a newly completed barn built by a 4-H father-son partnership.

Several grade and high schools also lend a helping hand. For example, one of the agricultural instructors helped the boys build music stands for the club band.

Club work appeals to the older members as well as to the 10- to 12-year old. Nearly half are 15 or older. Why? Perhaps it's the system of leadership coupled with parent cooperation.

Leaders work closely with the members, guiding their work as needed. Together junior leaders, club officers, and adult leaders propose the year's goals for the club to vote on. Then the planning committee sets up a calendar for the next 6 months.

Project work gets an extra boost when 9 junior leaders team with 5 adult leaders in their training program. In addition to the regular monthly club meetings, weekly project meetings are held in all major projects from the first week of summer vacation through the county fair. Parents, too, help by seeing to it that their children get to the meetings.

With 64 Dons, Mikes, and Judys working and playing together, the South Byron Club has managed an excellent achievement record each year. Such a record can be achieved only through the wholehearted support of the parents and other adults of the county.

Window Exhibits Tell 4-H Story

Every local 4-H Club in Massachusetts had an opportunity to prepare a store window exhibit for display during National 4-H Club Week, March 5-13, under a plan developed by Earle S. Carpenter, Extension specialist in Visual Education at the University of Massachusetts. Last year there were 194 such exhibits in 11 counties with the number per county varying from 6 to 33.

Exhibits were entered in any one of three classes, agricultural and horticultural projects, including canning and freezing, home economics projects, and recreational and rural arts in any one of a number of subjects. Awards of up to \$5 were available in each county for each class, the exact amount depending upon the number and quality of the exhibits. County 4-H agents arranged for judging committees.

This program was a part of the nationwide observance of 4-H Club Week, when every effort was made to give the general public information about 4-H Club work in the community. In addition to the exhibits, there were special meetings, rallies, radio and television programs, and special stories for newspapers.

*This is the
Silver Anniversary for the*

EXTENSION SERVICE REVIEW

KENNETH F. WARNER
Federal Extension Service

THE talking movie is coming over the Extension horizon."

"Radio has had a mushroom growth as an agency in Extension information."

"Twenty-five million dollars is now invested annually in Extension."

"How to use lantern slides."

These quotes and titles are from the first issues of the Extension Service Review published 25 years ago. They are by Reuben Brigham, first editor of the Review; Milton S. Eisenhower, then Director of USDA Information; C. W. Warburton, Extension's first Federal Director; and George Ackerman, first Extension field photographer.

Those first issues of the Review tell about State and county achievements in cooking vegetables, piping water into the home, and remodeling clothing; in terracing, seed selection, scrub-bull elimination, and poultry culling; in irrigation, gardens and landscaping; in food selection, price maintenance, and cooperation; in running 4-H camps and overcoming the problems of contests; in professional improvement, program development, leader training and Negro participation; and in problems of county office organiza-

tion, and the forthcoming revision of the annual report form.

Those 1930 issues of the Review seem familiar, even current, until you compare them with those of 1955. All the details are still between the covers of Vol. 25, but a change, a combining process is evident. Soil, grass, cows, and people have been tied together in a joint program. There is less terracing and more soil management. There is less "green and leafy vegetables" and more Basic Seven. Part of the foundation appears to be in place.

Much information that Extension once carried out "by hand" now goes effectively through the press and over the ether waves. Communications are faster and more far-reaching. Farm people are more mobile with more contacts and broader interests. The attitudes of farm people have changed, too. Seaman A. Knapp wanted to extend "book farming to people who do not believe much in it." More believe today. Experience has given them confidence in research and research workers.

Farm families, like the general population, have lifted their eyes beyond their own farm fences to appre-

ciate their community relationships and responsibilities. Through Extension's assistance, better roads, libraries, recreational facilities and community life have been brought about. Widespread interest is found in higher quality produce and better marketing opportunities.

Farm people are changing to meet current conditions. What about Extension? Does it practice the improvement that it preaches? Well, the "talking movies" did come over the horizon and with radio have been blended into wide television activity.

Studies in the effectiveness of Extension's operations have pointed the way to better methods. Just as farmers have changed to hybrid corn and brand new herbicides, so has Extension studied and improved its publications, its work with individuals, groups and organizations, and its approach to problems of the whole farm family.

The Review has documented these stories of local achievements in organization, cooperative planning, and educational procedures. It continues to record the vision, courage, and ability with which Extension workers are serving farm people and the Nation.



Five issues of the Extension Service Review from May 1930 to the special 4-H issue a year ago.

The 4-H Story

(Continued from page 93)

ings developed the 4-H candlelight ceremony and other inspiring activities that have done much to enrich the 4-H Club program.

The 4-H emblem, officially adopted in 1911, stimulated in the early 1920's the use of the term "4-H" as applied to the organized clubs previously called "Boys and Girls Clubs." However, the 4-H emblem was not protected by Act of Congress until several years later.

On December 1, 1921, a group of public-spirited men of affairs interested in the 4-H program organized the National Committee on Boys and Girls Club Work, with offices in Chicago. Its primary object was to coordinate all the contributions and efforts of industries in support of the work. As a supporting arm of the 4-H Club work already underway, the committee proved its value in handling educational scholarships, distributing 4-H supplies, publishing the National 4-H Club News, and getting widespread public recognition for the 4-H Clubs through its award system. Perhaps its most outstanding contribution has been the National 4-H Congress, first held in 1922. Preceding this were 3 annual tours to Chicago, made by 4-H delegates from a number of States under the supervision of State and Federal staff members.

National 4-H Club Camp

In response to a request by the State Extension Directors, the Federal Extension Service initiated National 4-H Club Camp in Washington, D. C. in 1927. Each year the 4-H delegates to this camp meet leaders in Government and observe how their National Government functions, and participate in many group discussions on citizenship and other phases of the 4-H program.

The State club leaders, who accompany the delegates, devote most of their time to matters pertaining to the improvement of the program, organization, and methods of procedures. Many important developments have stemmed from the discussions held at these National 4-H Camps. For the first time, leaders from all

States met together to plan the future of the 4-H program. The 4-H Club pledge was made official here as were the national 4-H motto and the national 4-H creed. Here too, was developed the 4-H Citizenship Ceremony with its inspiring 4-H Citizenship Pledge.

The 1927 Camp marked the beginning of a literature of 4-H music written especially for the 4-H Clubs, culminating later in an official National 4-H Song Book. A notable event of the 1931 National Camp was the announcement of two fellowships to two outstanding former 4-H members enabling them to study governmental affairs in the Nation's Capital under the supervision of members of the Extension Service in the U. S. Department of Agriculture. The grant for the development of this new educational appropriation was made by the Payne Fund. After 8 years, these fellowships were continued by the National Committee on Boys and Girls Club Work.

National 4-H Committee

In 1931 also, a National 4-H Committee was set up by the Association of Land-Grant Colleges and Universities and the U. S. Department of Agriculture to restate the objectives of the 4-H program; study its organization, methods, and relationships, and the place of awards; and to evaluate its results. In 1935, the committee's report, "Recommended Policies Governing 4-H Club Work" was published, marking a great step forward in the clarification of objectives and procedures.

Four years later, in 1939, a permanent organization was set up to guarantee the proper continuity of policymaking and evaluation. A 4-H Subcommittee was then formed as a part of the Committee on Organization and Policy of the Association of Land-Grant Colleges and Universities.

During these years and even in the two depressions, the 4-H program was gradually but steadily expanded to include various agricultural and homemaking project activities that would not only meet the interests and needs of youth but would also enrich and inspire. Since the late thirties, the observance of Rural Life Sunday, often known as 4-H Sunday when members attend the church of their

choice, has done much in helping them to participate in the spiritual development of community life.

Following the start of World War II, the observance of a 4-H Club Week in March became a National 4-H event with a personal message to all members from the President of the United States. This event has done much to publicize and strengthen the work as well as to point the way to 4-H accomplishments in connection with the observance of National 4-H Achievement Day in November.

"Feed a Fighter"

During World War II, the 4-H "Feed a Fighter" program became popular. In all, 4-H members produced sufficient food in each war year to feed a million men in the Armed Forces of our country for the same period. In cooperation with the Maritime Commission, Liberty ships were named for State 4-H Club leaders and other early pioneers by the 4-H members of each State as a reward for bond sales and exceptional service in food production and conservation.

One of the most significant developments in 4-H Club Work was the incorporation of the National 4-H Club Foundation in 1949 to handle funds for educational purposes, soon followed in 1951 by the Foundation's purchase of the beautiful National 4-H Club Center in the metropolitan area of our Nation's Capital, "dedicated to the four-fold development of rural youth."

Another important project of the National 4-H Foundation is the fast expanding International Farm Youth Exchange (IFYE). Through these young people better understanding is being developed among rural people throughout the world and the 4-H programs now under way in many of these countries are being strengthened through hundreds of youthful Grass-roots Ambassadors of Good Will.

Deep in the thoughts of those who are observing the 25th anniversary of the National 4-H Camp this year will be the strong belief that 4-H Club work can and will become an increasingly greater force in developing more useful, courageous, and high-minded citizens to serve effectively here and throughout the world.

And Pulled Out a Plum

(Continued from page 107)

learned or want to learn more about cooking. Why not include boys as well as girls in the nutrition project! A unit of outdoor cookery would attract boys and help to flag their interest in foods.

At a subsequent meeting, when the Ohio committee discussed the objectives for a topnotch 4-H program in foods and nutrition, the group soon learned that each had different ideas about Ohio's food patterns and that each had a different idea for a foods project. Again they felt the need to go to the leaders and club members for more information.

Through carefully written and distributed questionnaires, answers were sought to the following questions: What were the food patterns in the home; what were club members doing to help with food shopping and preparation; and what dishes did members want to learn to prepare.

Each member of the committee used the questionnaire during the summer in interviews and open discussions to get additional program-building ideas. This was not meant to be a study with research validity. It was an exploratory effort to stimulate interest and provoke discussion and an attempt to get opinions from those who would actually be working with the project. Two of the committee working on the Ohio project were also members of the Foods and Nutrition 4-H Development Committee which met during the summer to discuss the need for modernizing the 4-H foods and nutrition program in both subject matter and methods. This meeting gave them additional insight into their problem.

In the fall the group met again to discuss the tentative draft of one project written by the nutrition specialists. Many changes were made in the light of their summer's experiences. After this revision the project was mimeographed and distributed for field testing.

About 10 Ohio counties volunteered to test it for 1 year to determine its strengths and weaknesses. At the end of that time, suggestions from the agents, leaders, and 4-H Club members will be pooled and the project

revised once more before it is printed and generally used.

Ohio has approached the building of a 4-H project a little differently than most States. The strength in this approach lies in the fact that everyone who has a stake in it participates and contributes to the planning and conclusions. The idea has caught on and other States are following a similar pattern of action. For they could see that, like little Jack Horner, Ohio had put in its thumb and pulled out a plum.

Note: Further information on the nutrition program may be obtained by requesting Mimeograph No. 148 titled "Let's Adapt Our 4-H Program to the Youth of Today." Also available is the Report of the 4-H Foods and Nutrition Development Committee (June 1954). Address request to Dr. Evelyn Blanchard, Extension Nutritionist, Division of Home Economics Programs, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

P. H. Stone, New Federal Extension Staff Member

P. H. Stone, State supervisor of Negro agricultural extension work in Georgia, has succeeded the late John W. Mitchell as a member of the Federal Extension Service.

In his new post, Mr. Stone will serve as assistant to the Assistant Administrator, Programs of the Federal Extension Service. His duties will include assisting in developing extension programs, working with State Extension Services.

Mr. Stone began his career in Extension work 36 years ago as a county agent in Clark County, Ga. Seven years later, as a result of his outstanding achievements in rural health and sanitation, he was promoted to State supervisor.

Some of the major accomplishments in Georgia under Mr. Stone's leadership included the teaching of diversified farming, the development of a statewide ham and egg show to encourage better livestock and poultry production, and the creation of a \$40,000 4-H Club camp on a 182-acre site near Dublin, Ga.

Define the Problem

(Continued from page 91)

One such county has over 1,100 members with the average boy or girl remaining in 4-H for more than 4 years. At least 2 States have an average tenure of 3.5 years, compared with the national average of 2.7 years.

What Influences Tenure?

What are the 4-H program factors that influence tenure? We need more facts about this, but preliminary studies indicate that the following factors are important. There are also many others.

1. Why a member joins is important. Does he make progress toward achieving the goal he had in mind? What incentives do we offer to encourage new members? Are they real intrinsic motivations for boys and girls or do we just think they ought to be? Can these incentives be enjoyed by a majority of the members in their early years of 4-H? If not, better be careful. They do more harm than good!

2. Clubs that have a year-round continuing program and meetings hold members longer than clubs of temporary nature.

3. Clubs with trained, effective, volunteer adult leaders maintain interest of members longer than clubs organized and conducted by professional workers only.

4. Extra activities, such as project tours, achievement events, parties, parents' nights, judging practice, walk-the-farm, market tours, vocational institutes, and field trips, appeal to the older boys and girls and are essential supplements to regular individual project activities.

5. Having part in the planning and decision making is essential for both older boys and girls and the local leaders.

We are beginning a more intensive search for more vital 4-H factors. What are the basic features which attract boys and girls longer and in larger numbers? Will you help find them? Success stories are important. Let's be sound and factual in locating and reporting them. Look beyond the relatively few members who remain in 4-H for 9 or 10 years. Why did the others drop out? What is your county experience?

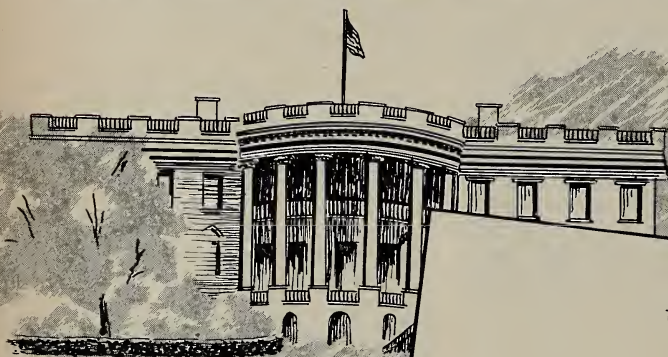
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THE WHITE HOUSE
WASHINGTON

March 5, 1955

TO THE 4-H CLUB MEMBERS OF THE UNITED STATES:

On the occasion of National 4-H Club Week, I congratulate you on your fine achievements this past year, and on your theme for 1955, "Improving Family and Community Living."

Each of you will surely help improve family and community living if you take advantage of 4-H Club activities to become a better citizen. I hope that this year many more will join with you in following this high purpose. To help broaden the 4-H program, you can talk to schoolmates, friends and acquaintances about what it means to you in pleasure and benefits.

I am delighted to know that your organization of more than two million members is rapidly growing. All of you working together, under the skilled guidance of public-spirited volunteer leaders, can help to build better homes and communities, and a better understanding for peace and progress in the world.

My best wishes go to each of you.

Dwight D. Eisenhower